

**A STUDY OF THE RELATIONSHIPS BETWEEN THE PRINCIPAL
AND THE STAFF MEMBERS OF CHRISTIAN MISSIONARY
HIGH SCHOOLS SERVING TRIBAL POPULATION
IN MANIPUR**

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PREFACE

In this Dissertation an effort has been made to find ways and means to promote and to improve human relationships between the principals and the staff members of the mission high schools serving tribal population in South Manipur.

Now the problem of human relations in school administration is of vital concern to the entire group associated with any educational administration and organization. And it is more so in this tribal area. Hence this thesis is written for all these persons.

The long hand form of the manuscript was read in its entirety by my Chief Guide and Adviser Dr. A. Raoof, Department of Field Services (NCERT), New Delhi but for whose invaluable suggestions on every chapter the thesis would not have been completed to the present form. The author is therefore grateful to Dr. A. Raoof as well as to the other two members of the Advisory Committee - Dr. M.B. Buch and Dr. (Mrs.) N. Ezekiel for reading the manuscript.

The author is also thankful to all the principals who filled-in the questionnaires as well as to all those who helped him in onw way or another in completing this study. It is believed that the principals for whom this study is made will find the suggestions and recommendations given in this dissertation useful.

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H. Thanglora

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CHAPTER I

Introduction

Statement of the Problem

The problem of this study is the improvement of the school administration with special reference to the relationships between the principals and the staff members of the Christian Missionary high schools serving the HMAR (Tribal) population in Manipur which is in Northeast India. Some general observations on the present educational policies or practices and sentiments about education in general and educational administration in particular among these tribal people are necessary to provide a means for understanding the social context of this educational problem.

Political and Social Backgrounds

The fact of political independence in India has profoundly influenced educational expectations of this relatively new nation. Four nation-wide direct and general elections as well as many state and local elections have been so far conducted very peacefully and successfully in India since it gained independence in 1947 from the British people. To exercise his or her political right to vote at the ballot box, every Indian adult, whether literate or illiterate is called upon to elect his or her representatives to the legislatures.¹

1. S.N. Aiyar: "Studies in Indian Democracy", Allied Publishers Private Ltd. Bombay, 1965, pp.154.

The onset of the Indian political independence under a government which is democratic has thrown into serious question the traditional Indian concept of education including the tribal education as a system designed mainly for the social and economic elite.

Some of the Hmar tribal people living in Northeast India, in the Union Territory identified politically as Manipur are aware of the fact that without widespread education the practice of democracy among them is threatened with complete failure.

The widespread breakdown of the tribal customs and religion in this area (Manipur) is another very important social change. With the coming of christianity and also increasing contact with the outside world the old tribal religious practices have died away very rapidly. For instance, this people used to offer animals to the spirits of their forefathers, to gods of trees, rocks, water, etc. when they became ill in the deep hope of recovery. The writer of this thesis who is now thirty-eight years old, has seen with his own eyes the animal offerings performed by this tribal people to worship their gods while in his childhood days. But now all these practices have no place among the Hmar people. Christianity dominates the whole area of this tribal population. For instance, ninety-seven per cent of the Hmar population in this area is embracing Christianity. The rest who are not christians also have stopped worshipping these primitive gods.

The Hmar people are concerned with the past education should play in the preparation of the youth for life in this new and changing social order. Education among the Hmar tribal people has been backward, and continues to be so when judged in comparison with the forms in other Indian areas and in Europe. However one thing is certain in this respect. Here the people are conscious of the need for progress and educational advancement. At present the normal attitude is that success in life comes to a great extent with education. "He is not of course, a graduate" is the common expression considered quite sufficient to explain almost any unsuccessful work done of all but the best educated persons. In fact among the Hmar people there is the deep desire that their education shall prepare them to meet the requirements of the profound social and political changes which are fast taking place.

Today there are ninety primary schools and twelve high schools in this area, covering an area of about 3,000 square miles. Each of the ninety schools has an average of sixty pupils, the total number being 5,400. The twelve high schools have 2,200 students, the average being 100. All of these schools are under the control of a christian mission known as the 'Independent Church of India' now operating in this area. The primary schools prepare for middle schools, the middle schools prepare for high schools, and the high schools prepare for college. There is also one mission college in this area.

The Existing Curriculum

These schools follow the same curricular pattern. All the primary schools have a single currisulum which revolves around the pivot of the "three R's." This is immediately followed by an emphasis upon the pupils' ability to read the Bible. The present system of education was introduced at random by mission workers who knew very little about education. The chief aim, when introduced was to give the young converts the ability to read, to write and to work out simple arithmetic mainly involved in the study of the Bible. However, with the increase of schools and students the educational programme requires a far greater scope than its original aim. New subjects and content have been introduced without plan, without prior preparation and also without understanding of the educational needs of the people. Hence education of the Hmar people became almost meaningless adaptation of foreign language and culture, and the method of teaching was mainly rote memory. A new educational programme must be prepared which should adapt itself to the changing society and culture. But the preparation of this new educational programme is beyond the proper scope of this thesis.

Educational Administration

The existing educational administration for the mission high schools as well as primary schools among the Hmar people in Northeast India especially in Manipur has reached its present condition without any written principles and documents. This

educational administration was simple enough when there was only one school with a single teacher. There the teacher assumed a fourfold functions: educator, counsellor, administrator and an intellectual leader. In the programme of subjects to be taught he approved and set the educational pattern himself. He controlled the school examination and maintained order. He explained the need for education. He influenced parents to send their children to school.

However, the educational administration has become more complex with the increase of schools in the area. The first school of this area was set up by the influence of the White missionary workers. The then missionary in charge also assumed the role of the school and church administrator. However it is interesting to note the fact that this missionary was neither a qualified person educationally nor a lover of general education. Thus he was not an efficient educational leader. This dissertation is therefore, prepared to recommend an improved type of programme for the educational administration for this area keeping in mind the present system of education also.

Methods and Procedure

In order to provide a clear picture of the need for an improved educational administration for the existing high schools of this area it is necessary to present more detailed material on the background of the area. Hence the chapter following the introduction deals with history of education among

the Bmar people upto the end of the British administration in India in 1947. Chapter III deals with the general conditions of the existing education-teachers, qualifications, age, salary, school building, and number and types of schools in the area. Chapter IV deals in detail, with the existing administration of the high schools and the methods of exercising the functions of the school principal. Chapter V deals with the design for a new educational administration based upon recent democratic administrative professional sources. Then Chapter VI deals with the problem of introducing this new educational administration and the methods for implementation. Questionnaires were sent for data collection to the existing high schools.

Sources of Material

Published sources material on the educational administration for these mission schools is somewhat limited. The writer knows only very few books in English which have been written about this problem. Most of the historical materials and reports of current education conditions are from the experiences of the writer who has been in this field of education for fifteen years. Whatever the value of this material the writer assumes almost in all cases responsibility for the facts which are presented without published authority.

This study draws also upon various American and Indian authors such as William E. Rosenstengel, Turman H. Pierce, Neal

Gross, Robert E. Herriott, L. Mukerjee, S.N. Mukerjee and others. Their writings are used for the purpose of presenting a new type of educational administration for the high schools of this area.

Definition of Terms

In the hope of clarity several terms are defined:

Education; in this study means "an attempt on the part of the adult members of human society to shape the development of the coming generation in accordance with its own ideals of life".¹ It is a process in which a teacher intentionally guides the development of children.

Educational Administration; means the process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to promote effectively the development of human qualities.²

British Education; means the education system, private or governmental, introduced during the British rule in India which in general follows the British system of education in Britain.

Primary School; refers to a school where classes 1 through 4 or 5 are taught.

1. T.P. Munn, "Education" Encyclopedia vii, 151E edition (1950) pp.964.

2. Chester W. Harris, "Encyclopedia of Edl. Research, 3rd edition Macmillan Co. (1960), pp. 19, N. York.

Middle School; is approximately the term equivalent to junior high school having classes 6 through 8.

High School; in this study means those schools where classes 7 through 10 are held in the Hmar tribal area.

Curriculum; means all the experiences that a learner has under the guidance of the school where he learns.¹

Aim of the Thesis

Summary Statement: Education in the Hmar area of Northeast India has been introduced at random and without any definite aim and purpose as such; this is more so with reference to the administration. It is fair to judge the administrative programme unpractical, unrealistic, and not encouraging at all democratic living in real life situations. It is therefore, the intention of this thesis to come to a clear understanding of what has been done in this particular field of education since 1960, and then to present a new kind of educational administration to establish better relationships between the principal and the staff members for the future.

1. Chester W. Harris, "Encyclopedia of Edl. Research, 3rd edition, Macmillan Co. N. York (1960), pp. 358.

CHAPTER II

Background and Current Conditions of Education in the Hmar Area

This chapter in general deals with the historical background of education in India with particular reference to the Hmar area and gives a general account of current conditions in order to explain the educational needs of the tribal people there.

Background

From time immemorial there has been no uniform pattern of educational theory and practice for the whole of India. The indigenous system of education from ancient times has differed from one territory to another, in addition to differing in terms of cultural patterns. The centres of learning in India grew up in a variety of ways in different parts. A brief history of education in India grouped under the following major periods tells us as such:

1. Education before the coming of the British,
2. Education under the British, and
3. Education after the British in independent India.

Education in India before the British was mainly that provided by the Hindu and Mohammudan systems. The Hindu Parishads and the Mohammudan Modrassaha, each with their respective system of education, flourished for about five centuries side by sides, each catering to the needs of its own cultural groups. Sanskrit and Arabio were the principal

classical languages of those days. The curriculum for the elite was mainly confined to the traditional subjects of theology, rhetoric, law, grammar, philosophy, astronomy, and mathematics. Popular education as distinct from the education of the elite was, according to Zellner, confined to the requirements of an agricultural economy and was imported through the medium of about twenty different regional languages and their innumerable dialects.¹

From the latter part of the seventeenth century, with the coming of the British power in India, the indigenous system of education in different parts of the country began to become very weak and was not replaced by progressive methods of imparting universal education under government responsibility. Education in India however, remained a luxury available only to those who had the leisure to pursue it and the ability to pay for it.

Great Britain assumed responsibility for the welfare of her Indian Empire from the year of 1858 to 1947. During this long period, however, it is obvious that the govt. of Great Britain did not accept full responsibility for the education of the people she governed. In this connection A.D. Thomas stated: "When England passed the compulsory Education Act in 1870, she was in complete possession of her Indian Empire, but it never occurred to the British rulers of India

1. A.A. Zellner, Education in India, Bookman Associates Co., New York 4, (1951) p.vii.

that what was necessary and essential for the children of India." It was in the year 1911 that a great Indian educator and statesman in the person of Ramchandra Gokhale, brought a bill before the Legislature in India urging the govt. to introduce the principle of compulsory primary education for all the children of India. The bill was defeated on the ground that any measure of compulsory system would be repugnant to Indian sentiment.

Instead of introducing a uniform system of education for the whole of India the British introduced a piece-meal system of administration in the different parts of India to the entire negligence of the need of education for the people they governed. The area in the Northeast India where the writer of this thesis has been living was completely cut off from the rest of India politically, religiously and educationally. One of the main reasons behind this was that the British wanted to introduce christianity in this particular tribal area with their own system of education through their religious missionary activities. In fact the writer of this thesis has been educated through this education.

Education in the Hmar Area

It can be said without hasitation that the British rules in 1871 demonstrated very little responsibility for the education of the Hmar tribal people when noting that there was no attempt to start schools or improve the conditions of the

people. By this time the Hmar people were completely under the dark shadow of illiteracy which lasted until 1910.

Tribal informal education among the Hmar people had been aimed directly at preparation for life in the tribal society and nothing more. The educational activities were conducted within the family and social circles. Knowledge was imported through actual participation and the child's physical involvement in actual learning processes. For examples, his father took the child to the jungle and prepared tribal traps with him. Generally at the age of six or seven the child supplied firewood for consumption in the village community hall called 'Zawlbuk'. Here the child began to learn the strict discipline of the society. Later he participated in the village life including the village government. As a boy he followed his father to sow, to weed, and to reap the harvest of the tribal jhum such as rice-paddy with the tribal instruments. Now he has been able to make parts of the local handlooms. He also participated in tribal rites and hunting expeditions. The tribal girl also learned cooking, and weaving before she was mature. In fact tribal boys or girls, as a rule, acquired all the needed knowledge before starting life of their own.

Formal education among the Hmar people actually began in 1910 with the result of a christian missionary activity. In that particular year a White missionary by the name of Walkin R. Roberts from Wales, sent a copy of the Gospel, according to St. John to one of the tribal chiefs of a Hmar village -

Senvon, which is one of the biggest villages in the area. The Gospel was written in a tribal language - Lushai because the missionary who has been living in Aijal, the town of Lushai Hills (now Mizo Hills) district in Assam, has already learnt this language. The chief of the village was deeply impressed by the story written. The message was entirely new to the chief. However he stated that he did not exactly understand the story as he wanted to. Thus he invited the missionary to visit the village and explain the story in person.

In response to the invitation Roberts made preparations as quickly as possible to treck over jungles and hills and rivers. He had many dangers and discouragements to face for such a trip among the savage people of the worst lot. However Roberts did set out to go there even at the risk of his life. He and his native friends who were in Mizo hills decided to proceed. After a dangerous and long journey the party arrived at Senvon village in January 1910.¹ Immediately they preached the message of christian salvation in the village. This area had hitherto been known as the 'abode of savage head huntres'. Within a week five men including the village chief were converted to christianity. The chief then requested Roberts to start his missionary work. The chief and the missionary decided to open for the first time, a small village school in his village.

1. Hrauglien Songate, Hmar Chanchin (Hmar History), Imphal, Mao Press, 1956, p. 6.

Roberts opened a small village school at Senvon the same year. The missionary appointed Mr. Thangngur Zote a man from Parbung village (this village is the writers' birth place) which is about ten miles from Senvon, as the first teacher. Thus a primary school for the first time supported partly by the village people and partly by the missionary⁰ was opened without any formal and prior preparation whatsoever.¹

The school as well as the christian message which it taught was quite new to the people. It is now generally recognised that this missionary programme has brought positive change and progress to the Hmar people of this area. The instruction attracted the attention of the local people. Their tribal chief also accepted the doctrine that their souls could be saved by faith in Jesus Christ. Paul Frederick claimed wonderful result from this enterprise. He noted "By the year 1912 there were 100 new converts by 1914, 200 as well as a number of primary schools."²

Along with the increase of the christian population among this tribal people was the increase of schools. By 1920 there were 30 primary schools with total attendance of about 1,000 pupils. Today there are one hundred schools, including twelve high schools under this local mission alone enrolling about 7,400 children. The name of this mission is now national-

1. Hrauglien Songate, Hmar Chanchin (Hmar History), Imphal, Mao Press, 1956, p.10.

2. P. Frederick, The Hill People in Assam, India House, London, W.C. 2, (1919) p.112.

ized and changed into the Independent Church of India.

Now going back to education of India as a whole it can be said that as there was no compulsory system of education in the whole country so far, only a relatively small percentage of boys and girls who complete their primary school education go on to complete secondary or high school education. This is more so in the case of the tribal population in the Hmar area.

In this area of Northeast India there has been lack of clear and precise definition of education and its aim is purely the product of the imported British system of education mixed with the christian doctrine as its basis. Here English and mathematics have been considered responsible for the poor pass percentage which usually lies in the ranges of fifty to sixty per cent.

Regarding the school administration the whole system of administration lacks proper organization and principles. Duties and responsibilities of the high school principals are largely undefined. And at the same time most of the high schools are poorly staffed. Again most of the teachers have not had formal training. There is a great need for teachers' training and for increasing the teaching staff.

Summary

This chapter has indicated that there has been no uniform system of education in India till to-date. The Hmar people in this part of India have been neglected by the local government. Missionary education was introduced in this area in 1910. At present considerable revision of curriculum for this

people is necessary in order to provide the area with a more standard quality. It is more so needed in the field of educational administration to provide them with democratic system of administration which is now being introduced in India.

CHAPTER III

General Conditions of Education in Northeast India

The problem of this chapter is to describe the conditions of school administration, the condition of the teachers, the school buildings, the condition of the curriculum etc. which have affected the education of the area. It is necessary to understand the general circumstances of present education in this area in order to have in mind the larger educational context of the problem of improving the school administration especially of the relationship between the principals and the staff members.

Condition of Teachers

An outstanding problem of education in this area has been the low level of training among the school teachers. there are altogether one hundred schools including twelve high schools in this area under the direct control and management of a christian mission organisation called the Independent Church of India. Most of the present teachers have not had any formal training as such. Many of the primary school teachers are not even high school graduates. Hence there is a great need for trained teachers in this area. About ten percent of the high school teachers are trained. This deficiency applied for the field of mathematics as well as other standard school subjects.

In view of the fact that most of the teachers of the primary schools have not graduated from high school, the schools

under such unqualified persons also untrained are hardly schools in the true sense of modern term. They are rather gathering places for children, and the procedures used could be described better as "School-keeping" rather than teaching. The writer's impression is that they learn practically nothing worthwhile. But then why do the parents send their children to these places? The reason is quite simple. There are no good schools within eighty to one hundred miles of this area and transportation facilities in the modern sense are conspicuous in their absence. The people cannot afford to send their children to other schools in town and cities. Hence they are bound to send their children to these mission schools.

The age ranges of these teachers is roughly between ~~xxx~~ eighteen and thirty years except in some rare cases where the teachers are well above thirty. Some of them are very young indeed. In general, the teachers of primary as well as high schools regard their work primarily as a stepping stone for some other occupation. Whenever there is any chance of getting any other job than teaching they are ready to leave teaching work which, as indicated above, more accurately should be termed "school-keeping".

To note the average salary of the teachers of the primary schools in this area is to have further evidence of sub-standard education. Most of them are paid only rupees seventy per month. The annual salary of a teacher of a primary school is 840 rupees only, and the average annual salary of a high school teacher in

this area is 1200 rupees only. Hence the existing salary means a very low standard of living in the context of rising prices of essential commodities. This is one of the main factors of the inadequate system of education in this area. The teacher is no better paid than the poor farmer of the area in any case.

Again most of these mission schools are understaffed. One of the main reasons is due to financial difficulty on the part of the mission. There are quite a few single-teacher primary schools where two teachers could very well be appointed were there to be sufficient ⁿfinance. In these single-teacher schools the average number of pupils is 35/40.

There are two main reasons why the Hmar people of this area do not let their mission schools be taken over by the government: first, if the government were to take over the schools then they would not be allowed to teach their tribal language in the schools. The teaching of the Hmar language is very much the desire of the Hmar people. They have the right to teach their own language in their own schools, but the state/government schools must teach the Manipuri/Mietie language which is unknown to them. The second reason is that the schools are not allowed to teach any religious practices and doctrines if they are under the direct control and management of the government. India has declared herself to be a secular state, and no religious doctrines as such, is allowed to be introduced in her state-supported schools. But the Hmar people

strongly desire that their children be taught christianity as well as other general humanity subjects in these schools.

Condition of School Buildings

All the primary schools are housed in wooden rectangular frame buildings. There is usually a bamboo-split (mat-like) partition just in the middle of the building. Almost all of the buildings are made of wooden and thatch materials except the walls which are made of bamboo splits. These materials are very temporary in nature, and so most of the buildings can stand and serve for only four to five years.

The other twelve high schools are housed in semi-pucca U-shape buildings with an average of 9/10 rooms. The buildings of these high schools are made of wooden, iron and thatch materials most of which can stand and serve for 15 to 20 years.

Usually these schools are constructed mostly by the villagers with the materials which they will have contributed. The materials are obtained from jungles and forests. In the construction of the school buildings especially the semi-pucca high schools the villagers are often guided by skilled men available in the locality whom they employ on payment partly by the mission and partly by the village government.

There are two govt. aided high schools in this area. The buildings are of 'L' and 'H' shapes respectively. These buildings are also made of wooden and thatch materials. There are seven rooms in one of these schools and eight rooms in the

other. These schools are not attractive to the local tribal students because the curriculum contains Manipuri language which is unknown to the many students of the area.

Condition of Curriculum

1 In general the content of education is determined by the aims of education. In this area of Northeast India the present system of curriculum or content was introduced at random by those who know very little about education. The chief aim, when introduced, was to give the young converts the ability to read, to write, and to figure out simple arithmetic involved in the study of the Bible. With the increase of schools and students the educational programme requires a far greater scope than its original aim. In fact new subjects and content have been introduced, but again without plan, without preparation or understanding of the educational needs of the modern society. Consequently, the education became almost a meaningless adaptation of foreign language and culture. Thus education in this area has created a big gap and keeps the people drifting. The new educational programme must adapt itself to the changing society and culture. It should capitalize originality rather than imitation.

Condition of School Administration

The school administration for the mission primary as well as high schools among the Hmar people has reached its present condition without any written principles and documents. The

educational administration was simple enough when there was only one school with a single teacher. Here the teacher became the educator, the counsellor, the administrator and also the spiritual leader. He controlled the school examination and maintained order. He explained the need for education. He also influenced local community parents to send their children to school.

In the school administration and organization the local people have no authority. There is no board to decide educational policies besides the mission authority. There is a Director of Education in the mission who is the only one who gives direction to the school principals.

The people of this area are conscious of the need for improved education for their children. They understand the existing sub-standard nature of mission education and the administrations confusion.

They are ready to be offered a programme for the improvement of the conditions of the teachers, the conditions of the curriculum of the buildings, and of the conditions of the school administration. They are ready to take into account the sub-standard of the present education system and its administrative confusion.

Summary

It is clear that if curriculum is to be improved in the Hmar area much more progress must be expected in teacher-training as well as a re-organization of the administrative structure.

CHAPTER IV

Analysis of Data and Interpretation

Before actually going to the analysis it is important to know the general idea of organization and administration of the mission high schools of this area;

Organization and Administration

The school administration in this area has reached its present dimensions without any written or planned principles. When there was only one school with one teacher the administration was just simple. The teacher there assumed all sorts of leadership - educator, administrator, a guide and also an intellectual leader.

The teacher himself set the educational pattern by prescribing the school curriculum. He maintained order and controlled examination. He explained the need for education in the tribal community. He then influenced parents to send their children to school. In this area the public honoured and respected the position of a school teacher and often wholeheartedly complied with his request. In many respects the teacher of the mission high school today is still assuming almost the same leadership role.

In the year 1913 Mr. R. Dela became the first Field Superintendent of the mission as well as the Head of the educational administration. He started organizing teams of religious evangelists to preach christianity in the area.

When this team converted any villagers Mr. R. Dala sent a school teacher to start educational work there.¹

In 1921 Mr. R. Dala died. Then Mr. H.K. Dohnuna became the head of the mission. He was designated as 'Field Secretary'. By this time the founder of this mission Mr. Walkin R. Roberts was in Wales (Britain) enlisting a large number of supporters in England and America. Under the new administration the entire mission field was divided into six districts including the headquarters district - LAKHIPUR. Each district was put under an Assistant Superintendent directly responsible to the Field Secretary. The Assistant Superintendent assumed both educational and Church leadership in his own area.

At present in each of these six districts there have been established two high schools. Today there is one Director of Education responsible for actual supervision and enforcement of educational policies and practices. This has been done under the overall control of the Field Secretary of the mission authority.

All examinations for classes VII to IX have been conducted in the headquarters high schools. This means that students of classes VII, VIII and IX (and test examination of class X) in the districts however far and near come to these headquarters high schools for annual examinations.

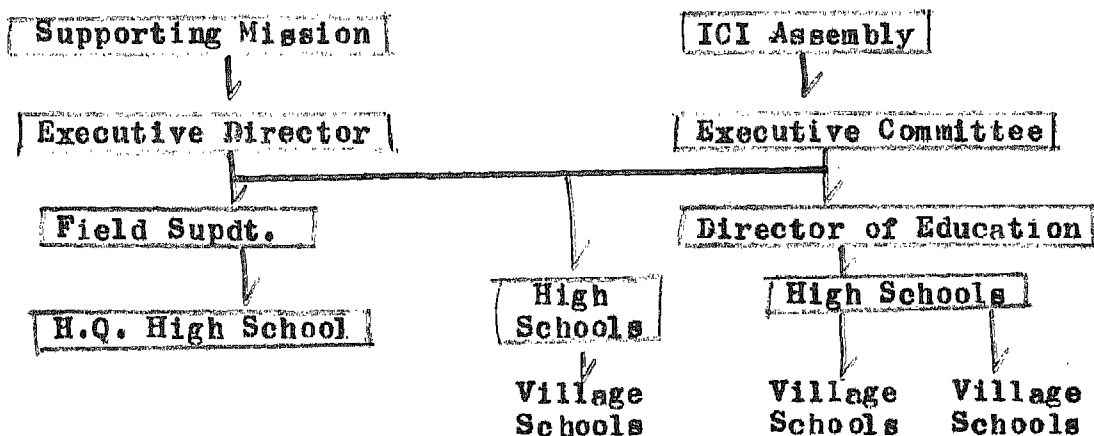
All the questions were set by the headquarters under the general direction of the Field Secretary in consultation with

1. Hraughin Songate, "Hmar Chanchin' (Hmar History) Imphal: Mao Press: 1951 pp. 11.

the Director of Education.

After the death of the Field Secretary his place has been occupied by an Executive Director who is the head of the mission today. This Executive Director has been stationed in America and not India. A Field Superintendent has been appointed who is responsible to the Executive Director in the mission field work including education.

Now there has been an overlapping power of the Church Assembly known as (I.C.I.) the Independent Church of India which is the highest authority in the field, and the supporting mission under the Executive Director. Basically the entire school administration and management is in the hands of the mission authority. But in practice the I.C.I. Assembly often acts as the supreme power in some cases. The following chart shows the organization of the educational administration:



The Executive Director who is the head of the mission channels the school administration through the Field Superintendent. The decision relating to supervision and other school administra-

tion are transferred to the Director of Education who is appointed by the Assembly of ICI. The Director of Education carries out the decisions. But in case of serious misunderstanding, the Field Superintendent may take direct action and not D.E. at the high school level on behalf of the Executive Director.

Another problem in the school administration has to do with linguistic studies. When the village schools were first started there were no written books in the tribal Hmar language. The educational leaders adopted Lushai text-books which became the medium of education. Children had to learn this language before they could learn any other subjects. The writer of this thesis has been brought up through his language in his elementary education. With this Lushai was taught English. With effect from the year 1945 books were written in Hmar tribal language and used in primary schools. In 1950-51 the Manipur State govt. insisted upon the study of Manipuri language in the primary schools all over Manipur State. Hence a child had to learn four languages from the first year of schooling. But Lushai was soon replaced by the Hmar language.

The third problem which is a most important one involves the school personnel administration. This means in particular the human relations between the high school principals and the staff members. To improve this human relations is the main topic of the present dissertation. There are altogether hundred and twelve schools (including 12 high schools) under the

administration of the Independent Church of India. Half of these schools are very poorly staffed. Most of the teachers have not undergone any formal training.

Analysis

A survey in the form of questionnaire given to the twelve high schools has been done. Of these ten high schools have returned the questionnaire answered. On the basis of the Questionnaire the following analysis has been done:

Part I - School Personnel

A. the Principal

Answer to questions:

1) Of the principals ten high schools, 30% are M.A.s, and 70% are B.A.s, which means that the heads are all qualified for high schools having classes I to X only according to the Manipur Govt. rules.

2) It is interesting to note the fact that 90% of these principals have joined teaching profession through love of teaching, and 10% through direction from parents.

3) 30% of them joined principals' office before 1964, 50% in 1965 and 20% after 1965. In fact all the principals have served less than ten years as principals.

4) Before joining the principal's post, 80% of them held teachers' post in high schools, 20% held another post not in schools. This again shows that most of them are enthusiastic of teaching profession.

5) At present 40% of them get Rs.300/- or above as basic salary and 60% below Rs.300/- All of them are class II Officers.

6) 90% are willing to transfer to the govt. post, only 5% higher salary and only 10% are ^{at the} willing at same salary. This means that absolute majority of them are willing to go to the govt. school at same salary. Rather they are comfortable here in mission schools.

7) Quite a majority of the principals like free life under private authority for want of expression of free ideas in them.

8) 70% of them say, "Pay is appropriate to the work or labour", but 30% say, "No". It is interesting to know that those who say, "No" are getting more than Rs.300/- as basic.

9) About 80% of them have to walk less than two kilometers, the rest more.

10) About 80% spent less and 20% more than 30 minutes on going and coming back from their schools.

11) There has been a big difference in spending time in teaching classes in a week among the principals; some have spent 12 or more hours whereas 30% have spent only 8 hours. Most of the time left is spent on administration and meetings of teachers, parents, etc.

B. Teaching Staff

12) 60% of the schools have teachers with M.A. degrees, and the rest do not have. Again, it is interesting to mention that out of 47 graduates in 10 high schools only 15 are trained of

B.T./B.Ed. on govt. expenses, the rest 32 are untrained in any way for profession.

Of the 37 undergraduates, 11 are trained and 26 are untrained.

13) Five high schools enjoy the same scale of pay.

The scale does not include the principals pay:

For M.A. trained	170-10-EB-15-20-360
for M.A. untrained	160-10-EB-15-260
for B.A. trained	120-7-EB-10-210
for B.A. untrained	90-5-140 (to be revised)
for Undergraduate	70-5-120

Scales of pay for the rest vary from school to school in context of local conditions of prices. In these schools pays are definitely higher. There has been a talk going on to revise all the scales of pay in the context of rising prices in Manipur.

14) Exactly 53 teachers have served 3 or more years and have been confirmed according to the mission standing rules of services; 64 have served less than 3 years and hence unconfirmed yet. Excluding the principals there are altogether 117 teachers in the 12 high schools at present.

15) It is rather amazing to know that only one high school has been provided with guidance personnel so far, which shows the education authority/the mission higher authority does not regard guidance and counselling necessary at the moment.

16) 70% of the schools have been provided with physical instructors.

17) Apart from physical instructors 20% of these schools have health instructors, and rest do not have.

C. Co-operation with Teachers

With reference to the present thesis this point is the most burning and important point. In fact the main purpose of writing this thesis is for the improvement of relationships between the principal and the staff members of these high schools which has been very much understandard.

18) 70% of the principals have regular staff meetings once in a month, 20% have more meetings. But one school has one meeting in two months only.

19) The ten high schools discuss in their meetings individual teacher's problems. However nothing is known if the meetings are effective or not.

20) It is rather interesting to note in the meetings that the principals of three high schools never invite their teachers to bring out teaching problems for discussion. The rest do invite such problems.

21) 90% of the principals care for putting teaching materials in a suitable place for ready use; but one principal never cares. Is it not strange?

22) 70% of the principals often assist and 30% do not assist their teachers in locating useful teaching materials for them and encourage their use.

23) 70% of the principals always encourage and help teachers who have new ideas which they feel they want to try

for improvement of teaching; but the rest do not care much of it.

24) It is rather sad to hear that 50% of the principals dare not protest their teachers from narrow criteria used by the Inspectors of schools (D.E. here). This sort of protection is very important.

25) All principals except one often help teachers in group and individually to evaluate their efforts to improve instruction.

26) Strangely enough, 60% of the principals neglect reading professional literature which can easily set the education of the community far back behind other communities.

27) 90% of the principals provide time to encourage teachers to discuss problems and new ideas among the teachers. But one principal says nothing here.

28) 100% of the principals always inform teachers of all school rules and regulations coming from govt.

Part II - School and Students

A. Identification of Schools

All these twelve mission high schools are in southern part of Manipur. All are co-educational institutions. All are also getting aid from government in one way or another; the aid amounts also differ from school to school.

B. School Buildings

All the school buildings are originally built for high schools. 20% are first class brick buildings, 20% semi-pucca, and

the rest are katēchcha bill design buildings.

C. Class Rooms, etc.

		<u>Average</u>
1. Class rooms	...	7.5
2. common rooms	...	1.5
3. Teachers' rooms	...	1.0
4. Principals' room	...	1.0
5. Assembly Hall	...	0.6
6. Library room	...	1.0

D. Number of Students

		<u>Average</u>
<u>Total</u>	1872	187.2
Boys	1207	120.7
Girls	645	64.5

Percentage of boys about 64.5 and that of girls is about 35.5.

E. Identification of Office

1) 70% of the offices are provided in the school building, 30% are built separate from the school buildings.

2) All offices are large enough at present.

3) All have good ventilation.

4) Lights are enough.

F. Office Personnel

1) Two schools have appointed senior teachers to help the principal, the rest do not have such helpers.

2) Seven schools have one clerk each, three schools have 2 clerks each.

3) All schools have one or two grade IV servants.

G. Equipment and Furniture

<u>Name</u>	<u>Total</u>	<u>Average per School</u>
Tables	136	13.6
Chairs	167	16.7
Almirah	28	2.8
Type-writer	10	1.00
Duplicating Machine	4	.4
Hon. Board	1	.1
Pol. Maps	88	8.8
Phy. Maps	92	9.2
T. Aids	82	8.2
Charts	73	7.3

H. Library Books, etc.

1) The smallest room for library is 8' x 8' sq. ft.

The biggest one is 18' x 18' sq. ft.

2) There are 6365 books for 12 high schools the average is 636.5 per library.

		Average
3. Dailies	10	1.0
4. Weeklies	6	.6
5. Monthlies	10	1.0
6. Yearlies	8	.8

CHAPTER V

Recommendations with a design for a new type of relationship with the staff members and the school principals

The problem of this chapter is to present recommendations and a general design for a new programme of human relations in school administration which is in accord with the conditions of this geographical and cultural tribal area and the findings of experts (standard authors) in the field of human relations in school administration.

Relevance of the Social Setting

There are some facts of present social, economic, and political situation with this tribal people which highly demand better knowledge of human relations in school administration, of course, not neglecting other important things.

Social: For instance, students know about indiscipline in schools. Here the elements of the social situation can be appreciated. The tribal students say, "We must have discipline in our school". Now the discipline required involves a sort of administration. This phase of the situation may be appreciated by the staff as well as the principal and the students' parents. Hence since the outlook of the students have been wider and higher, the tribal people feel more for the importance of school administration in education.

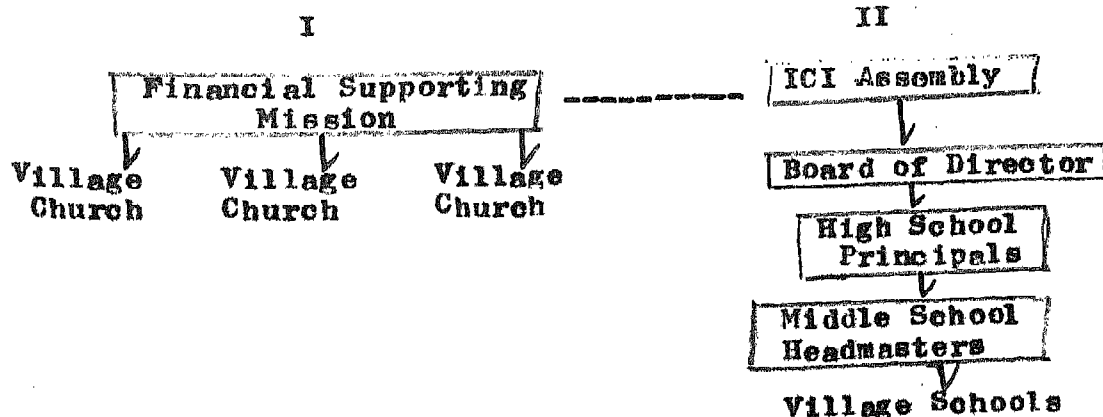
Economic: Most of the tribal people living in this region have been farmers of primitive type depending on rice cultivation. Along with the gradual development in the agri-

cultural system some other economic developments have been taking place among this tribal people, such as small scale indigenous industries, weaving, etc. These and some other small industries have developed. These new developments are much related with the need for better knowledge of human relations without which no good economic business can be carried on.

Political: Since political independence in India four nation-wide free elections have been successfully conducted. From these elections the tribal people of this area have many experiences for which they have to strive. To mention one for examples, to exercise their right, to vote the situation among the Hmar tribal people demands better knowledge of discipline as an important part.

How can the staff harmony be promoted then?

In order to have better relationships between the principal and the staff members and thereby have better form of educational administration in this tribal area the first thing to be reformed is the whole structure of the organization and administration of the system. The following chart shows the suggestion made by the writer of this thesis:



There has been a move already in the area that the mission should give only supporting money without administrative authority over the education of the people as shown in this chart, which will come into existence in no time.

_____ indicates line of authority

----- indicates co-operation and financial support

The principal of a high school has a tremendous role to play for the improvement of relationships with his staff members.

Recommendations

1. Setting the Tone of the School

According to W.H. Griffin - "Fundamental to every other task of the principal is that of setting the tone of the school as a guide to teachers and students. By his professional behaviour the seriousness of his attitude, his interest in teachers and students, interest in learning more about his job, the principal can make impression on the overall character of the school".¹ Griffin said, "To achieve this objective the principal should:

1) Regularly read professional literature, pass significant materials on to teachers and discuss new ideas with them informally.

2) Provide formal and informal times when teachers are encouraged to discuss problems and new ideas among themselves.

1. W.H. Griffin, "The role of Administration in Secondary Schools" Journal of Edu. and Psychology: April 1967, pp.13

3) Try to settle problems and disputes fairly and in terms of educational criteria.

4) Schedule responsibilities so that he has definite periods of time during which he is available for discussion with individual teachers and students.

5) Find ways of rewarding teachers and students for attitudes and ethical behaviour of high order as well as academic achievement.

6) Work towards the building of school pride based on real achievement, a feeling of unity among staff, among students and among parents.

2. Helping Teachers:

Griffin further says that perhaps the most important contribution a principal can make for improvement of relationship between the teachers and himself, will be through assistance given to the teachers individually and as a group. Hence the principal should:

1) Invite teachers to bring either teaching problems to him for discussion.

2) Administer teaching materials efficiently so they are available to the teachers for use.

3) Visit teacher's classrooms for periods long enough to become familiar with their work; the first visit or two should probably be on invitation from the teacher.

4) Assist in locating useful new teaching materials, bringing them to teachers' attention and encouraging their use.

5) Plan staff meetings in which teachers' problems are discussed and assistance given.

6) Encourage and assist teachers who have new ideas they want to try for the improvement of teaching.

7) Protect creative teachers from narrow ~~xxxxxx~~ criteria used by school inspectors.

8) Give particular attention to new teachers, planning orientation activities for them at the beginning of the year and encouraging and planning ways for able and experienced teachers to assist~~x~~ them.

9) Encourage and assist teachers in learning systematically to plan for their teaching responsibilities.

10) Help teachers individually and in groups to evaluate their efforts to improve instruction.²

3. Working with Students:

The principal is in a position to view the educational programme as a whole and to assist students directly in having a balanced experience in terms of individuals needs. To accomplish this he should:

1) Show by action and in discussion that he places value in educational objectives, positive attitudes, citizenship skills, aesthetic appreciation, individual ~~xx~~ initiative, cooperative tendencies and so on.

2. W.H. Griffin. "The role of Administration in Secondary Schools", Journal of Education and Psychology. April 1967, pp.17

2) Give leadership to planning student activities, clubs and projects which will supplement and complement the academic class works.

3) Approach individual student's problems from a guidance point of view, and help teachers to recognize individual differences in teaching and in dealing with students' problems.

4) Make it a practice to get to know students personally, showing friendship to them and expressing interest in what they are doing.

4. Teacher Involvement in Decisions

The school principal, in order to have closer relationships with the teaching staff and thus to be more democratic in his principles of administration, should remember that:

"The more he permits his teachers to share in his decisions, the greater his executive professional leadership." To do this the principal should ask himself to what extent he shares with teachers the following responsibilities:

- 1) For determining the minimum level of satisfactory student performance.
- 2) For evaluating how good a job the school is doing.
- 3) For determining how teachers should be supervised.
- 4) For developing a policy for handling student discipline problems.³

3. Robert E. Herriott, "Staff Leadership in Public Schools", John Wiley and Sons, New York, 1965, pp.121-122.

5. Social Support of Teachers

The principal should also keep in mind that, "The more social support he offers to his teachers, the greater his executive professional leadership". Hence he should put the following questions to himself:

- 1) How do I put my teacher at ease when I talk with him alone?
- 2) Do I develop real interest in my teachers' welfare?
- 3) Do I really develop a "we feeling" attitude in working with teachers and students?
- 4) Do I display integrity in my behaviour?

6. Managerial Support of Teachers

There is one saying that, "The greater the managerial support a principal offers his teachers, the greater his executive professional leadership". To test this the following questions should be put to the teachers: How often does your principal:

- 1) Procrastinate in his decisions making?
- 2) Display inconsistency in his decisions?
- 3) Have the relevant facts before making important decisions?
- 4) Make a teachers' life difficult because of his administrative inaptitude?

5) Run meetings and conferences in a disorganized fashion?

6) Care for individual teachers' needs?⁴

7. Support of the Teachers' Authority

Principals face many dilemmas in their work - should they give the greater weight to seniority or to competence in assigning teachers to their class rooms? How should they behave when they are faced with teachers who do not agree over grading standards, etc. If a principal fails to side with a teacher, even when the teacher is in the wrong, he could be regarded as threatening the authority of all the other teachers in his school. Hence, "The greater the principal's support of his teachers in cases of conflict between teacher and pupil, the greater his executive professional leadership". In this respect teachers should be asked: How frequently does your principal:

1) Side with the teacher when a student complains about the teachers' behaviour, even if the students complaint is legitimate?

2) Support a teachers' discipline decision that the principal believes is grossly unfair to the child?

3) Insist that students obey teachers' instructions first and complain about them later?

4. Robert E. Herriott, "Staff Leadership in Public Schools"
John Wiley and Sons, Inc., New York, 1965, pp.130-131.

Another Important Suggestions

The following are some of the ways through which the principal can develop staff-harmony:

1) Liking for others - The principal should develop a liking for his staff members. While greeting them, he should give them a sweet smile. A sweet smile costs nothing but it definitely sets the tone of the office.

2) Patience hearing - The principal should give a patience hearing to their troubles, successes, interests and even mistakes.

3) Respect for individuals - The principal should have a respect for the worth of other persons and a genuine desire for others. The staff members will automatically know it and there will be complete staff harmony in this way. There won't be any staff clique.

4) Logniappe - This means giving something extra, which gives satisfaction. Good human relations are built on logniappe. The principal by giving something to his staff members can establish god relationships.

5) Friendliness - The principal's relations with his staff members should be based on friendliness and not on position. His door must be opened to all to see him, to discuss their problems with him, and seek suggestions from him. He should be easily accessible. There is a saying, "If you would win a man to your cause, first convince him that you are his sincere friend". This is quite true in the case of the school

principals' relationship with his staff members.

6) Individual attention to teachers. - A happy school is a good school. When teachers are in difficulty he should help them. He should meet them individually in informal ways and try to solve their problems.

7) Act politely and courteously - The principal should show courtesy to his staff members. He should not be proud and should not also feel that he is better than others. He should be polite.

8) Good manner - The principal should know the effective way of working with people. He should be pleasant and of respective nature. Manners and forms of behaviour through which a person shows respect for others. Through his good manners, he will be able to promote staff harmony.

9) Prompt action - A prompt action in every field is desirable. If a principal does not take prompt action on the request of staff members it means he is demping the importance of the staff members. He should avoide this.

10) Keep a record of promises - The principal should keep uphis promises. If he breaks the promises, the staff members will lose faith on him. They will think him to be a bar and an unreliable person. It is better not to promise rather than promising and then fail to fulfil it.

11) Decisions - While making decisions he should keep in mind how the staff members will feel it. He may keep himself in the position of staff members, while making decisions. Only then he will be able to evaluate his decisions carefully.

12) To share school credit - If any credit is given to him for the good work of the school, the principal should share it with the staff. This will put ~~him~~ their morale high.

13) Decreasing tension - To decrease tension means to increase relationships. The principal should remember that a group in which there is tension, good human relations can not be established.

14) To build the staff morale - the principal should build up the morale of the staff by setting up the tone of the school and then helping them individually as well as groupwise. This will surely result in fine harmony.

Then again according to Willard J. Congreve of America the following are some of the important roles of the secondary school principal for the improvement of teaching as well as administration. These premisses should be kept in mind by the principal:

1) The principal must accept the concept of student individuality which is of supreme value in teaching and administration.

2) The second premise is that those most competent teachers in various school subjects should define the content and attainment expectations for students.

3) The third one is that the principal and the teachers must together continue to examine the educational philosophy and its objectives and purposes for implementation.

4) The principal and the subject teachers must work together to improve techniques of evaluation on all fronts.

5) The fifth premise is that the principal and the teachers should try out new ideas and have faith in the future development of the school.

CHAPTER VI

Introducing the New Recommendations

This chapter presents a general plan for introducing the new recommendations on 'relationships between the principal and the staff members of the mission high schools serving the tribal population in Manipur.

After printing or cyclostyling the new recommendations on relationships in English language, they will be made available to each of the principals as well as teachers who will study the problems with great care for implementation. The printing charges shall be paid from the mission fund for which the writer has to request the mission authority.

The principals/vice-principals will be invited to undergo a kind of orientation training in this new programme. The new trends of educational administration for the improvement of school instruction based upon these recommendations, will be discussed with them.

The intention of such an orientation programme is that the principals and the vice-principals be given confidence in improving human relations in school administration. This orientation programme of human relations in school administration will be about one weeks duration.

The Director of this programme who is also the Director of Mission Education will make regular visitations of these existing high schools after the programme is over to give all possible assistance in improving human relations in the school

administration particularly between the principal and the staff members. This kind of effort for the improvement of human relations in school administration has not been done so far in this region.

During the one-week orientation programme, a sub-committee of, say three, principals may be appointed to prepare a plan of action based on the given recommendations to be introduced in different phases i.e. some immediately and some at later stages. The recommendations of the sub-committee may then be discussed by the participating principals of the orientation programme; and after their approval of the common minimum programme of action, a vigorous plan of implementation may be initiated by individual principals. After three months of this experiment, the principals may meet again for two to three days to discuss the main strengths and the weaknesses of the plan of action, and how far they were able to implement the same. On the basis of their experience, the plan may be modified, if necessary. This kind of periodical follow-up conferences at which the principals will get an opportunity to assess the progress made and to give their suggestions for future steps will prove useful in this direction.

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3. Halpin Andrew: Administrative Theory in Education, Chicago, Chicago University, 1958.
4. Morce Arthur: Schools of Tomorrow and Today, Albany, New York State Education Department, 1960.
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6. Daniel E. Griffiths: Human Relations in School Administration, New York, Appleton-Century Crofts, Inc., 1956.
7. Simon Herbert: Administrative Behaviour, 2nd ed. New York, MacMillan Co., 1958.
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12. James A. Van Zwoll: School Personnel Administration, Appleton-Century Crofts, New York, 1965.

APPENDIX I

A questionnaire in connection with the Dissertation
in the field of Educational Administration.

Part I School Personnel

A. THE PRINCIPAL

1. Please mention your Degrees/Diplomas, etc. along with
years of getting the same:-

- | | |
|-----------------------|------------|
| i) B.A./B.Sc./B.Com. | Year _____ |
| ii) M.A./M.Sc./M.Com. | Year _____ |
| iii) B.T./B.Ed./M.Ed. | Year _____ |
| iv) Any other | Year _____ |

2. Which of the following reasons have been mainly
responsible for your joining the teaching profession?

- | | |
|------------------------------|--------|
| i) Love of teaching | Yes/No |
| ii) Parents desire | Yes/No |
| iii) You had no other option | Yes/No |
| iv) Any other reason | Yes/No |

3. When did you become principal of this high school?
_____ Yr. _____ month.

4. In what capacity did you work before joining your
present job?

- | | |
|---------------------------------|--------|
| i) Teacher in a high school | Yes/No |
| ii) Head of another high school | Yes/No |
| iii) Lecturer of a College | Yes/No |
| iv) Any other job | Yes/No |

5. What is your present salary with grade?

- i) Present salary
- ii) Grade

6. You are now in a private mission school, would you like to be transferred to a Govt. High School on

- i) Same salary and scale? Yes/No
- ii) 5% higher salary in the same scale Yes/No
- iii) 5% lower salary in the same scale Yes/No
- iv) Do not want at all? Yes/No

7. If you were in a Govt. High School, would you have liked to be transferred to a private school on

- i) Same salary and grade? Yes/No
- ii) 5% higher salary in the same scale? Yes/No

8. Do you think your work and salary are proportionate?
Yes/No

9. How far is your residence from your school?

Kms. _____ / Miles _____

10. How much time do you spend daily on going to and coming back from the school (average)?

hour _____ mins. _____

11. How much time do you spend on an average per week in:-

- i) Teaching? _____
- ii) Supervision work? _____

- iii) Office work? _____
- iv) Attending meetings in respect of your school in the Directorate, Inspectorate, managing board, etc.? _____
- v) Supervising games, drill classes? _____
- vi) Attending to Parents/Public? _____
- vii) Settling teachers' complaints? _____
- viii) Settling students' complaints? _____
- ix) Any other duties? _____

B. TEACHING STAFF

12. Please give the following information:

- i) Total number of teaching staff members _____
- ii) No. of postgraduate trained teachers _____
- iii) No. of postgraduate untrained teachers _____
- iv) No. of trained graduages _____
- v) No. of untrained graduates _____
- vi) No. of trained undergraduates _____
- vii) No. of untrained undergraduates _____

13. Give the scales of pay for:

- i) Trained postgraduates _____
- ii) Untrained postgraduates _____
- iii) Trained graduates _____
- iv) Untrained graudates _____
- v) Untrained undergraduates _____

14. Give the following information:-

- 1) How many of them have served
 - a) three or more years? _____
 - b) less than three years? _____
- ii) How many of them are
 - a) Confirmed? _____
 - b) Unconfirmed? _____

15. Do you have guidance-counselling personnel? Yes/No
 If the answer is yes, how many? _____

16. Do you have a physical instructor? Yes/No

17. Do you have a health instructor? Yes/No

C. CO-OPERATION WITH THE TEACHERS

18. Do you have regular staff meetings? Yes/No
 If the answer is yes, how many times in
 a month? _____

19. Have you ever discussed individual teachers' problems in the meeting and given assistance? Yes/No

20. Have you ever invited your teachers to bring teaching problems for discussion? Yes/No

21. Have you ever put teaching materials in a place for ready use? Yes/No

22. Do you often assist your teachers in locating useful teaching materials for them and encourage their use? Yes/No

23. Do you always encourage and assist those teachers who have new ideas which they want to try for improvement of teaching? Yes/No

24. Do you protect creative teachers from narrow criteria used by the Inspector of Schools? Yes/No
25. Do you help teachers in group and individual to evaluate their efforts to improve instruction? Yes/No
26. Do you regularly read professional literature and pass significant materials on ~~to~~ the teachers and discuss new ideas with them regularly? Yes/No
27. Do you often provide formal and informal periods when teachers are encouraged to discuss problems and new ideas among themselves? Yes/No
28. Do you keep the teachers informed of all the school rules and govt. regulations? Yes/No

Part II - School and Students

A. IDENTIFICATION OF THE SCHOOL

1. Name of the School _____
2. Place of the School _____
3. Type of the School _____
4. Management - Govt./Aided/Private
5. Is it co-educational? Yes/No Boys _____ Girls _____

B. SCHOOL BUILDING

1. Was your school built originally to serve as a

i) Primary School?

Yes/No

ii) Middle School?

Yes/No

iii) High School?

Yes/No

C. CLASS ROOMS, ETC.

1. What is the total number of classrooms and rooms for other purposes?

i) Classrooms

ii) Common rooms

iii) Teachers' room

iv) Principals' room

v) Assembly Hall

vi) Library rooms

vii) Any other rooms

D. NUMBER OF STUDENTS

1. What is the optimum number of pupils in each class?

i) Class V	Boys _____	Girls _____	Total _____
ii) Class VI	Boys _____	Girls _____	Total _____
iii) Class VII	Boys _____	Girls _____	Total _____
iv) Class VIII	Boys _____	Girls _____	Total _____
v) Class IX	Boys _____	Girls _____	Total _____
vi) Class X	Boys _____	Girls _____	Total _____

E. IDENTIFICATION OF THE OFFICE

1. Location in the School/separate?

2. Size of the office _____

3. Ventilation - good/not good
4. Light arrangement - good/not good
5. Any other arrangement - good/not good

F. SCHOOL OFFICE PERSONNEL

1. Have you appointed some senior teacher to help you in day-today office administration? Yes/No
2. Number of clerks _____
3. Number of class IV servants _____

G. EQUIPMENT AND FURNITURE

1. Number of tables _____
2. Number of chairs _____
3. Number of almiraha _____
4. Any type-writer Yes/No _____
5. Duplicating machine _____
6. Honour Board Yes/No _____
7. Political Maps _____
8. Physical Maps _____
9. Teaching Aids _____
10. Charts _____

H. LIBRARY

1. Size of the Library building/room _____
2. Number of books _____
3. Number of old books printed before 1950 _____

- | | |
|------------------------|-------|
| 4. Number of dailies | _____ |
| 5. Number of weeklies | _____ |
| 6. Number of monthlies | _____ |
| 7. Number of yearlies | _____ |

List of schools under study

1. Parbung High School
2. Sielmat Christian High School
3. Senvon High School
4. Pant High School
5. Saikot High School
6. Churarhandpur Christian High School
7. Union High School
8. Vimala Raina Girls High School
9. Pherzol High School
10. Lungthulien High School
11. Molhoi Christian High School
12. Saidan High School